

U100 Activity: Team Implementation Checklist (TIC)

**Effective Behavior Support Team Implementation Checklists  
(Quarterly)**

School \_\_\_\_\_ Date of Report \_\_\_\_\_

District \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_

**INSTRUCTIONS:** The PBS team should complete both checklists quarterly to monitor activities for implementation of PBS in the school.

**PBS Team Members** \_\_\_\_\_

\_\_\_\_\_

**Person(s) Completing Report** \_\_\_\_\_

Checklist #1: Start-Up Activity					
Complete & submit <b>Quarterly</b> .		Status: <u>Achieved</u> , In Progress, <u>Not Started</u>			
Date: (MM/DD/YY)		Oct.	Dec.	Mar.	May
<b>Establish Commitment</b>	Status:				
1. Administrator's support & active involvement.	Status:				
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:				
<b>Establish &amp; Maintain Team</b>	Status:				
3. Team established (representative).	Status:				
4. Team has regular meeting schedule, effective operating procedures.	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:				
<b>Conduct Self-Assessment</b>	Status:				
6. Team/faculty completes PBS self-assessment survey.	Status:				
7. Team summarizes existing school discipline data.	Status:				
8. Strengths, areas of immediate focus & action plan are identified.	Status:				

<p><b>Establish School-wide Expectations</b></p> <p>9. 3-5 school-wide behavior expectations are defined.</p>	<p>Status:</p>				
<p>10. School-wide teaching matrix developed.</p>	<p>Status:</p>				
<p>11. Teaching plans for school-wide expectations are developed.</p>	<p>Status:</p>				
<p>12. School-wide behavioral expectations taught directly &amp; formally.</p>	<p>Status:</p>				
<p>13. System in place to acknowledge/reward school-wide expectations.</p>	<p>Status:</p>				
<p>14. Clearly defined &amp; consistent consequences and procedures for undesirable behaviors are developed.</p>	<p>Status:</p>				
<p><b>Establish Information System</b></p> <p>15. Discipline data are gathered, summarized, &amp; reported.</p>	<p>Status:</p>				
<p><b>Build Capacity for Function-based Support</b></p> <p>16. Personnel with behavioral expertise are identified &amp; involved.</p>	<p>Status:</p>				
<p>17. Plan developed to identify and establish systems for teacher support, functional assessment &amp; support plan development &amp; implementation.</p>	<p>Status:</p>				

## U100 Activity: Self Assessment Survey (School-Wide Section)

## SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			School-wide is defined as involving all students, all staff, & all settings.			
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly			
			6. Distinctions between office v. classroom managed behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator if an active participant in the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision- making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. Universal behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			



# PBS Self Assessment Survey

## Assessing and Planning Behavior Support in Schools

Demonstration School Exemplar				Demonstration District		
School Year		Number of Responses		Date Completed		
2007-08		75		10/01/2007		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: schoolwide	High	Medium	Low
89 %	8 %	3 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	4 %	30 %	66 %
68 %	27 %	4 %	2. Expected student behaviors are taught directly.	9 %	34 %	57 %
65 %	26 %	9 %	3. Expected student behaviors are rewarded regularly.	14 %	38 %	48 %
72 %	21 %	7 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	13 %	36 %	51 %
75 %	21 %	4 %	5. Consequences for problem behaviors are defined clearly.	12 %	37 %	52 %
63 %	31 %	7 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	13 %	32 %	55 %
65 %	25 %	10 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	20 %	29 %	51 %
86 %	11 %	3 %	8. Procedures are in place to address emergency/dangerous situations.	8 %	32 %	60 %
80 %	18 %	1 %	9. A team exists for behavior support planning & problem solving.	6 %	47 %	47 %
87 %	7 %	6 %	10. School administrator is an active participant on the behavior support team.	6 %	29 %	65 %
64 %	24 %	11 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	10 %	48 %	42 %
52 %	32 %	16 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	26 %	42 %	32 %
75 %	25 %	0 %	13. School has formal strategies for informing families about expected student behaviors at school.	6 %	39 %	55 %
42 %	34 %	24 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	15 %	56 %	29 %
49 %	24 %	27 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	18 %	41 %	41 %
57 %	36 %	7 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	12 %	47 %	41 %
66 %	25 %	9 %	17. The school team has access to on-going training and support from district personnel.	18 %	40 %	42 %
76 %	20 %	5 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	13 %	32 %	55 %

Report Date: 05-15-2008

# PBS Self Assessment Survey

## Assessing and Planning Behavior Support in Schools

School Year			Number of Responses	Date Completed		
2007-08			54	12/31/2007		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: schoolwide	High	Medium	Low
61 %	26 %	13 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	31 %	40 %	29 %
45 %	42 %	13 %	2. Expected student behaviors are taught directly.	49 %	30 %	21 %
43 %	57 %	0 %	3. Expected student behaviors are rewarded regularly.	37 %	37 %	26 %
40 %	40 %	19 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	41 %	39 %	20 %
40 %	37 %	23 %	5. Consequences for problem behaviors are defined clearly.	43 %	30 %	27 %
40 %	32 %	28 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	36 %	40 %	24 %
48 %	38 %	14 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	44 %	29 %	27 %
72 %	20 %	8 %	8. Procedures are in place to address emergency/dangerous situations.	35 %	30 %	35 %
67 %	17 %	15 %	9. A team exists for behavior support planning & problem solving.	24 %	44 %	32 %
66 %	21 %	13 %	10. School administrator is an active participant on the behavior support team.	30 %	40 %	30 %
58 %	23 %	19 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	21 %	50 %	29 %
40 %	27 %	33 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	38 %	38 %	24 %
64 %	16 %	20 %	13. School has formal strategies for informing families about expected student behaviors at school.	25 %	35 %	40 %
29 %	29 %	41 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	41 %	37 %	22 %
25 %	37 %	38 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	35 %	50 %	15 %
32 %	44 %	24 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	43 %	36 %	21 %
55 %	22 %	24 %	17. The school team has access to on-going training and support from district personnel.	29 %	41 %	29 %
63 %	25 %	13 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	16 %	45 %	39 %

## Directions for Using the On-Line PBIS School Safety Survey (SSS)\*

**Please Note:** The *School Safety Survey (SSS)* needs to be completed once per year by all faculty and staff within the building; staff can complete in the computer lab together or be given a time frame within which to complete the survey

### Completing the School Safety Survey (SSS):

- 1.) Go to **www.pbssurveys.org**
- 2.) Click "Login" on menu bar
- 3.) Click the "Respondent" button, put in your school account # \_\_\_\_\_ and then click on the "Login" button; upon submission you will receive a "Login Successful" prompt
- 4.) Go to "Surveys" on the menu bar, click on "School Safety" and then scroll to the "Complete Survey" button
- 5.) On the survey, select your school as well as your occupation/role within the school
- 6.) Rate the status for each listed question on page one, "Risk Factors"
- 7.) Before submitting survey, click the "Protective Factors" tab at the top of the survey to complete page two
- 8.) Upon completion of page two, click the "Submit" button

### Viewing Safety Survey Reports:

- 1.) To view survey, make sure your coordinator has closed the survey or that the ending date (\_\_\_\_\_) has transpired
  - 2.) You can view the *School Safety Survey* two different ways:
    - a. Individual Surveys
      - iii. Click the "+" sign to see data
      - iv. Click the "Show Charts" sign to see graphs
    - b. Comparative Yearly Summaries
      - i. Highlight dates to compare (up to five comparisons)
      - ii. Click "Display Report"
- OR
- iii. Click "+" sign to see data
  - iv. Click the "Show Charts" sign to see graphs

**\*PLEASE NOTE:** Title on [www.pbssurveys.org](http://www.pbssurveys.org): *Safety Survey...or...Title on [www.pbis.org](http://www.pbis.org): Oregon School Safety Survey—The School Safety Survey Version 2.0*

## The School Safety Survey

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School Safety Survey version 2.0, March 2002  
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### Essential Questions for School Safety Planning

Choose a minimum of 5 staff, including 1 administrator, 1 custodial staff member, 1 supervisory/classified member, 1 certified member and 1 office staff member, to complete this survey. Please place a check (X) next to the item that best reflects your opinion for each question. Your responses will be valuable in determining training and support needs related to school safety and violence prevention.

**School Name:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**District:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Your Role:**

1. Administrator \_\_\_\_\_
2. Teacher \_\_\_\_\_
3. Special Education Teacher \_\_\_\_\_
4. Educational Assistant \_\_\_\_\_
5. Office Staff \_\_\_\_\_
6. Custodial Staff \_\_\_\_\_
7. Related Service Provider \_\_\_\_\_
8. Student \_\_\_\_\_
9. Parent \_\_\_\_\_
10. Community Member \_\_\_\_\_
11. Other \_\_\_\_\_

**Section One: Assessment of Risk Factors for School Safety and Violence**

Indicate the extent to which these factors exist in your school and neighborhood:	<b>Rating</b>				
	not at all	minimally	moderately	extensively	don't know
1. Illegal weapons.					
2. Vandalism.					
3. High student mobility (i.e. frequent changes in school enrollment).					
4. Graffiti.					
5. Gang activity.					
6. Truancy.					
7. Student suspensions and/or expulsions.					
8. Students adjudicated by the court.					
9. Parents withdrawing students from school because of safety concerns.					
10. Child abuse in the home.					
11. Trespassing on school grounds.					
12. Poverty.					
13. Crimes (e.g. theft, extortion, hazing).					
14. Illegal drug and alcohol use.					
15. Fights, conflict, and assault.					
16. Incidence of bullying, intimidation, and harassment.					
17. Deteriorating condition of the physical facilities in the school.					

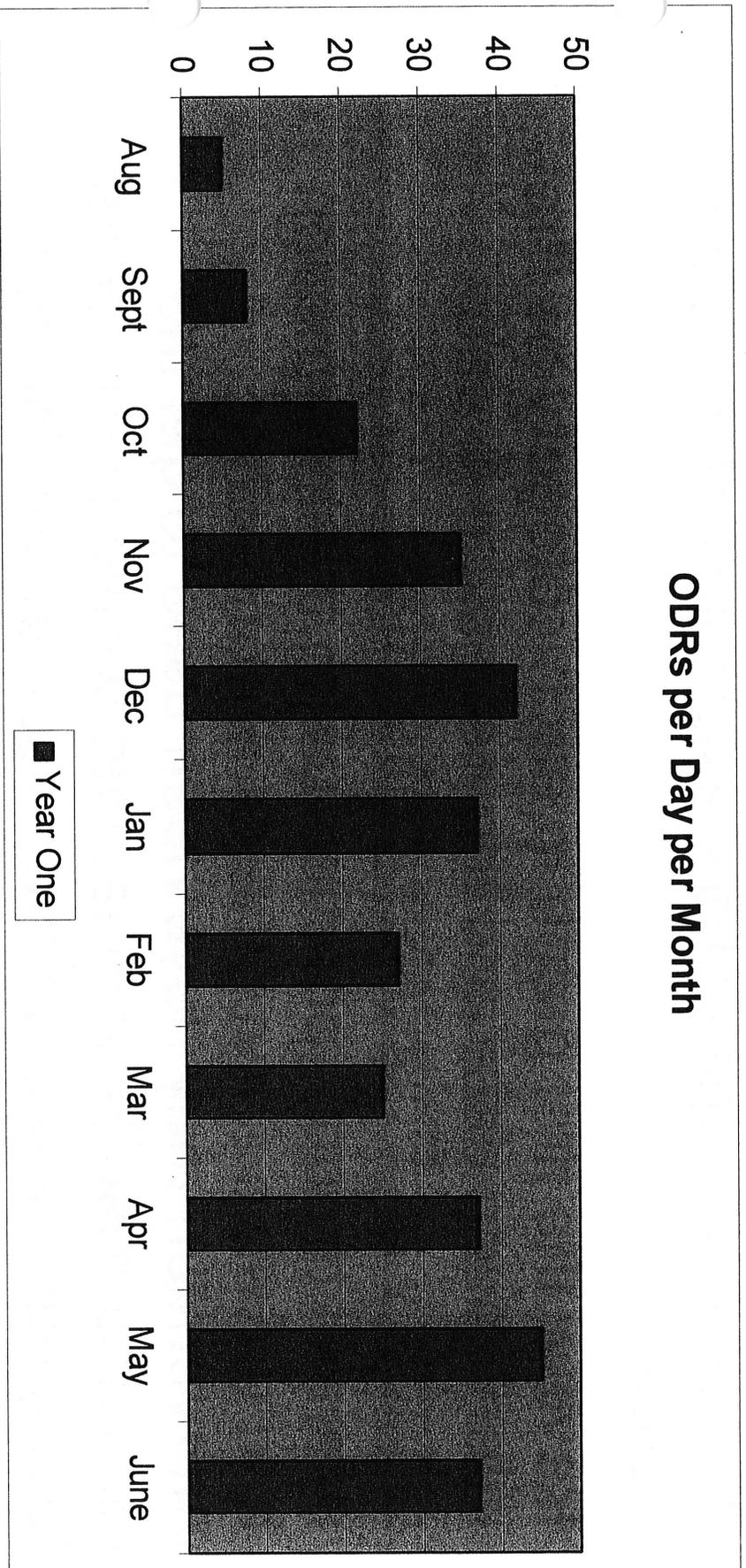
<b>Section Two: Assessment of Response Plans for School Safety and Violence</b>					
<b>Indicate the extent to which these factors exist in your school and neighborhood:</b>	<b>Rating</b>				
	not at all	minimally	moderately	extensively	don't know
18. Opportunity for extracurricular programs and sports activities.					
19. Professional development and staff training.					
20. Crisis and emergency response plans.					
21. Consistently implemented school-wide discipline plans.					
22. Student support services in school (e.g. counseling, monitoring, support team systems).					
23. Parent involvement in our school (e.g. efforts to enhance school safety, student support).					
24. Student preparation for crises and emergencies.					
25. Supervision of students across all settings.					
26. Suicide prevention/response plans.					
27. Student participation and involvement in academic activities.					
28. Positive school climate for learning.					
29. Acceptance of diversity.					
30. Response to conflict and problem solving.					
31. Collaboration with community resources.					
32. High expectations for student learning and productivity.					
33. Effective student-teacher relationships.					



# ODR Referrals by Month

(Pre-intervention data)

ODRs per Day per Month



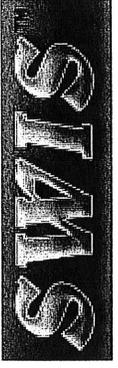
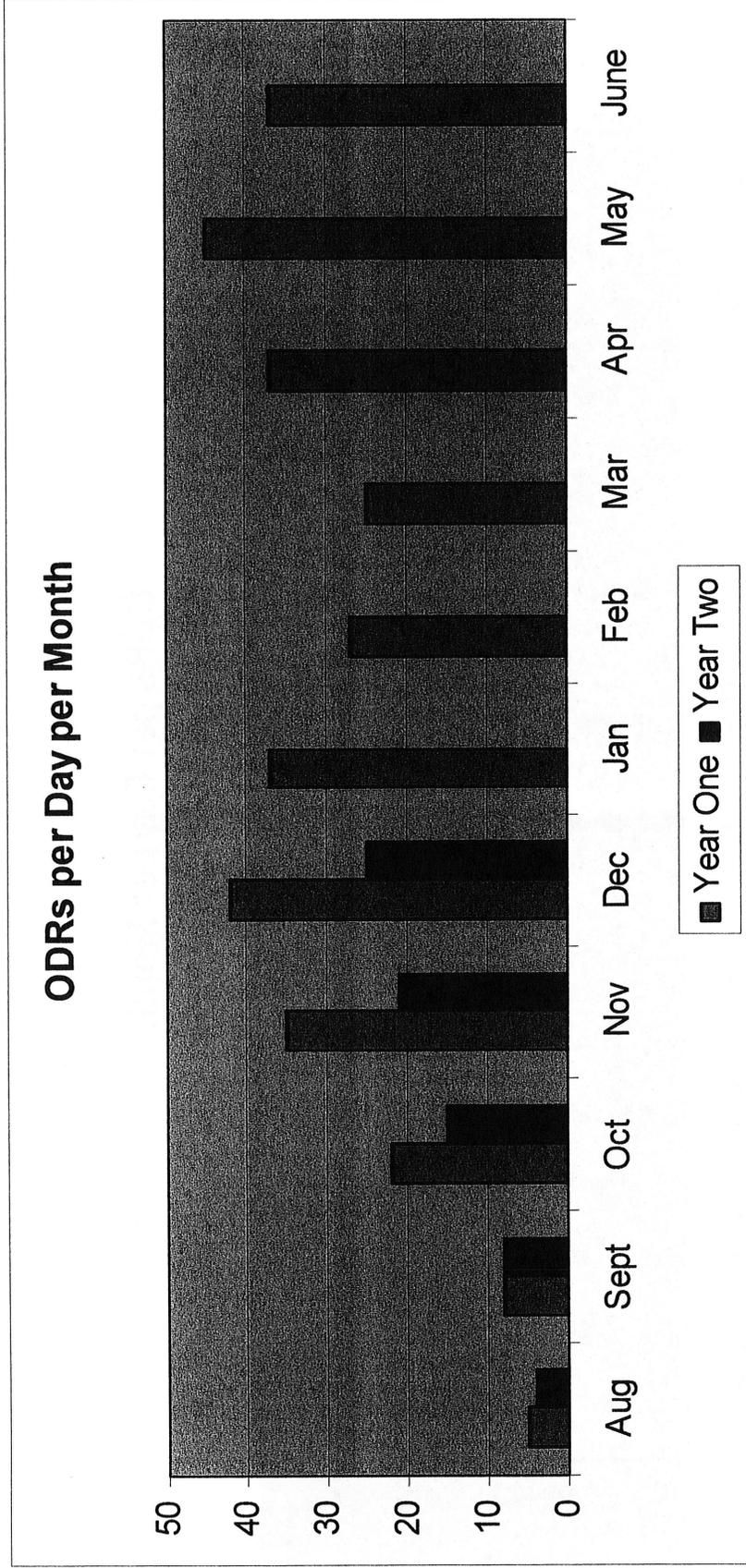
# SWIS Data Activity

- The next 12 pages show examples of the Big 5 graphs
- Review the first graph in each category as Pre-intervention data and the next slide in each category as Post-intervention data
- In small groups, practice using the information and develop a hypothesis around what intervention may have been used to get the outcome results or what intervention still needs to happen based on the post intervention data graphs.



# ODR's Referral by Month

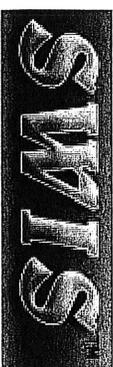
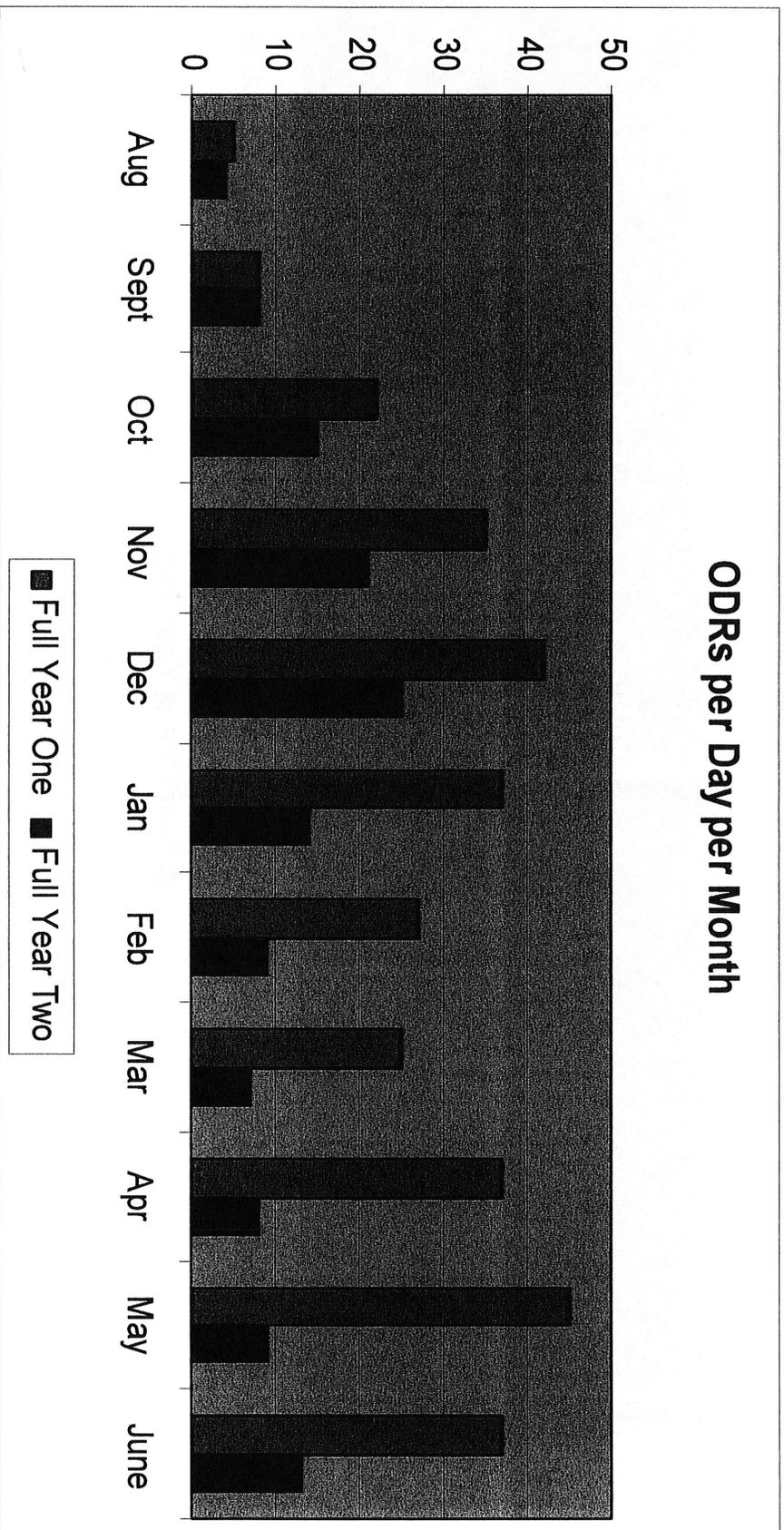
(Post intervention data)



# ODR's Referral by Month

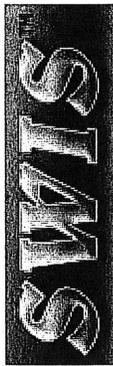
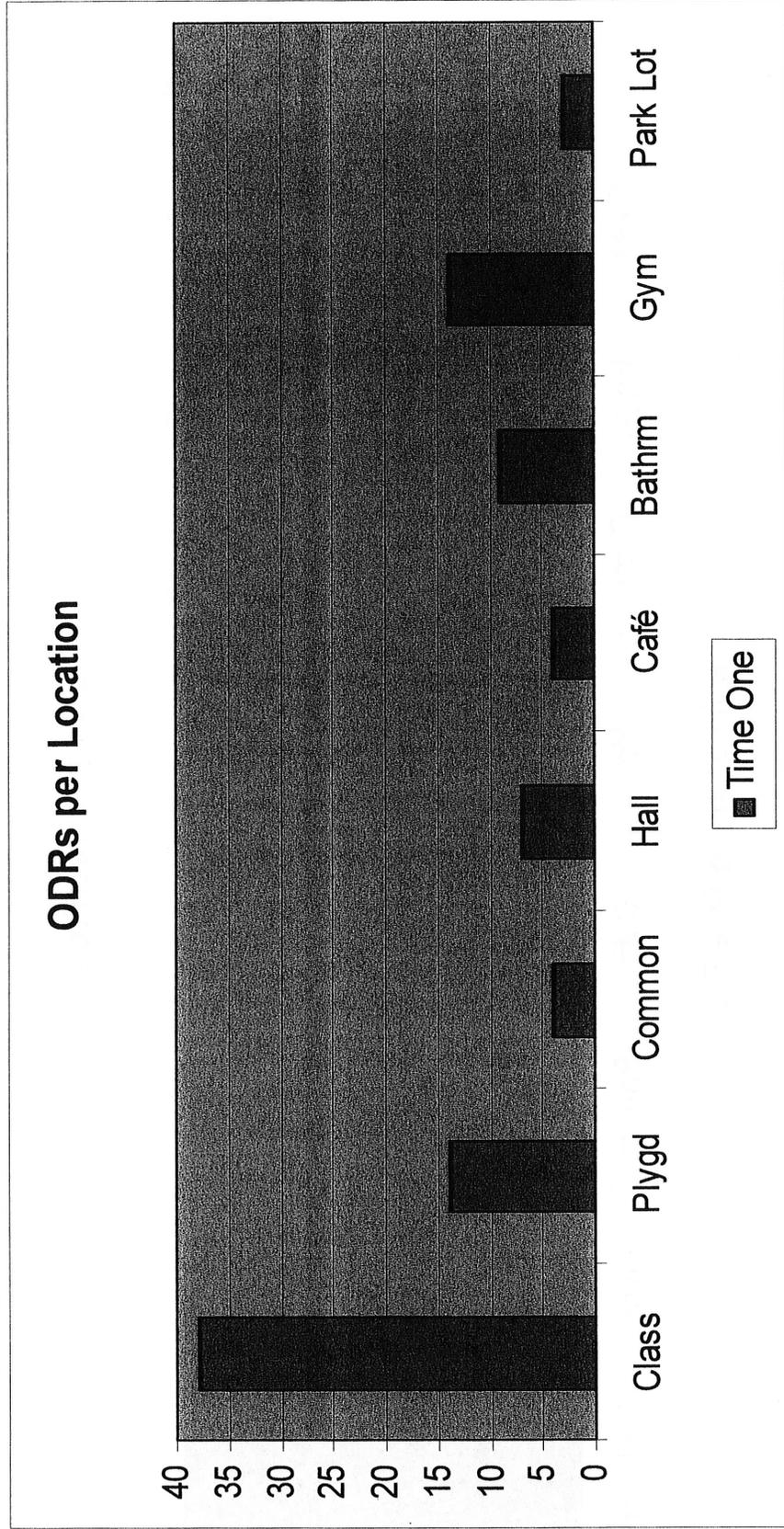
(Post intervention data)

ODRs per Day per Month



# ODR's by Location

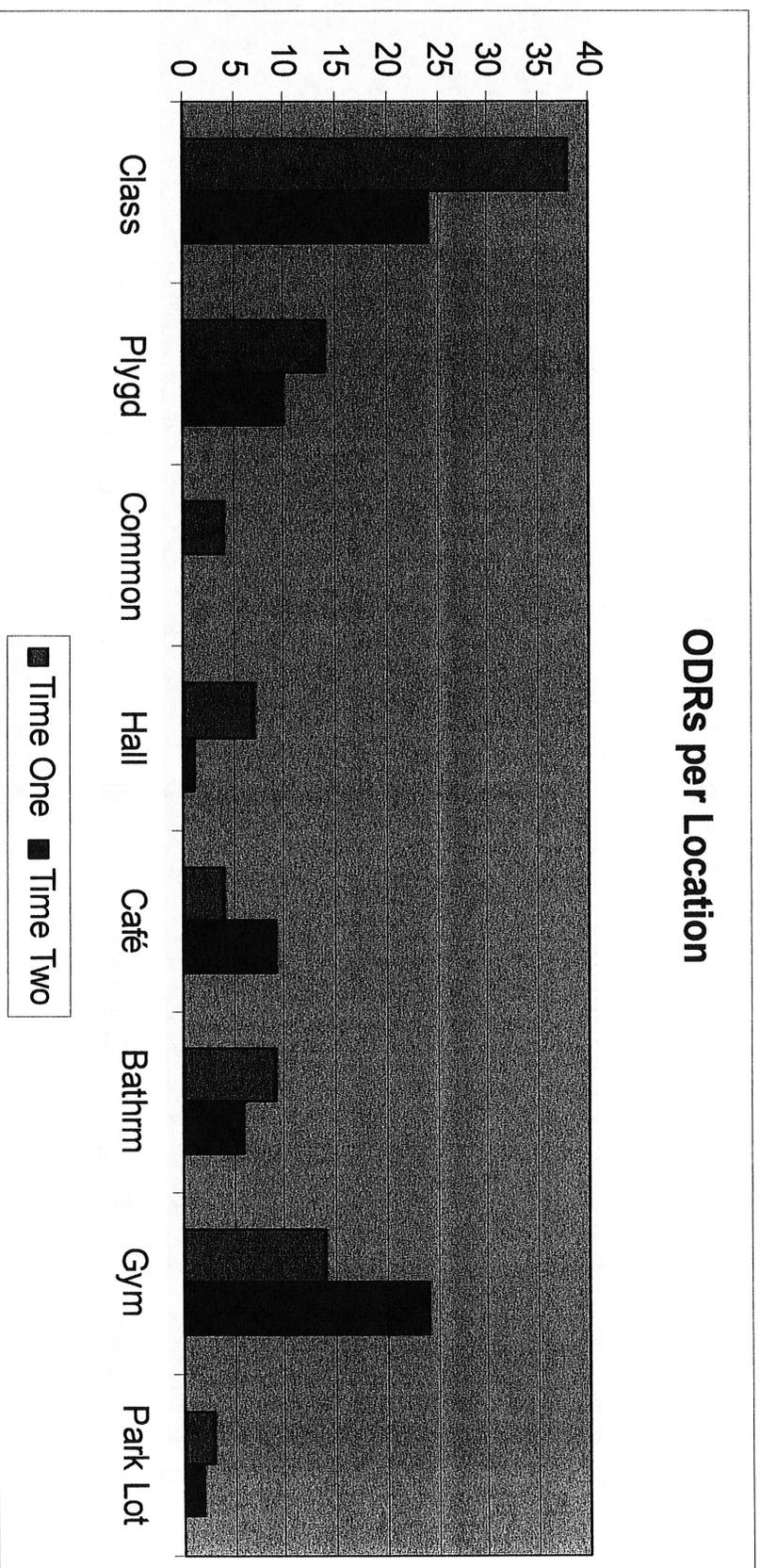
(Pre-Intervention Data)



# ODR's by Location

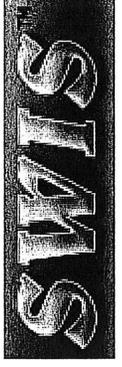
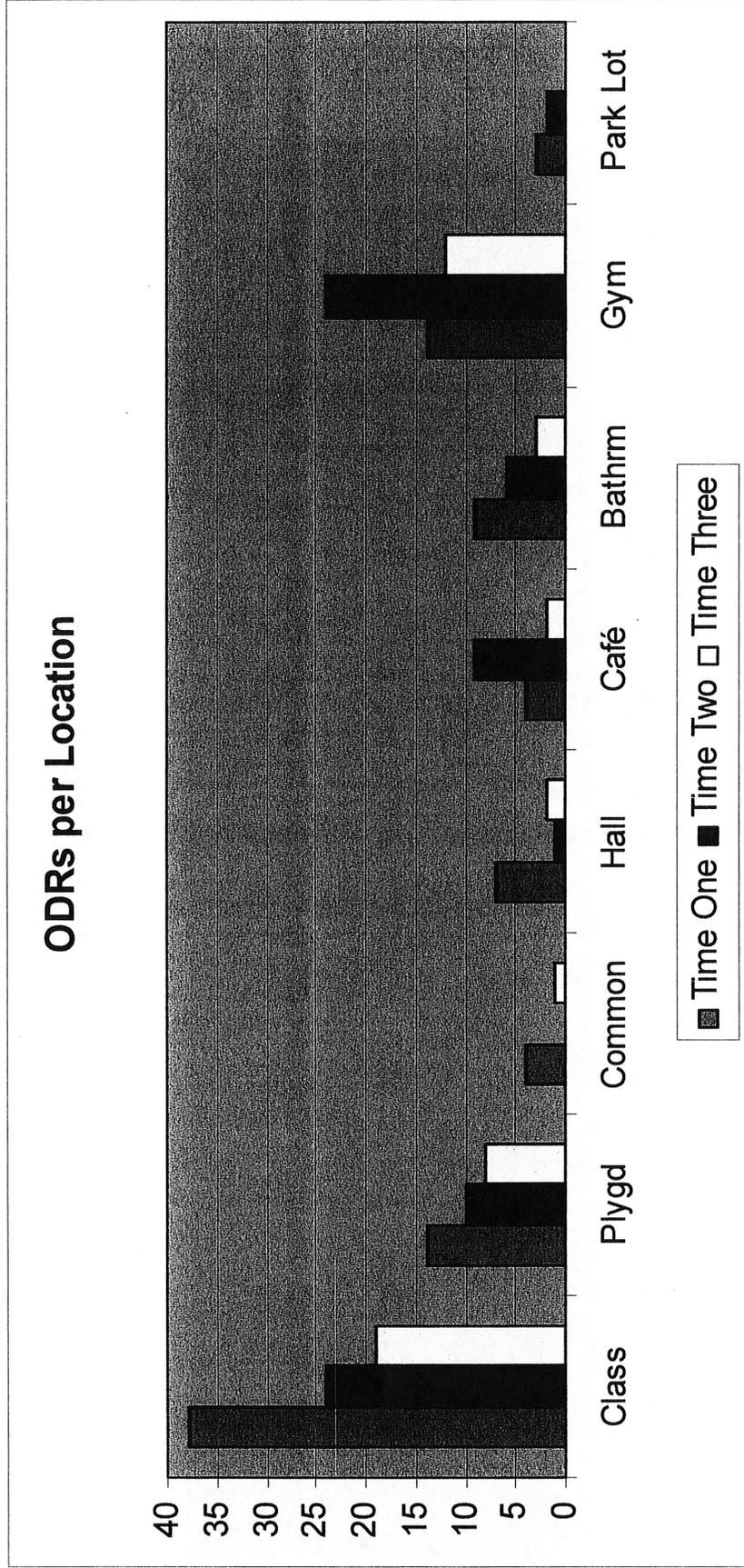
(Post intervention data)

ODRs per Location



# ODR's by Location

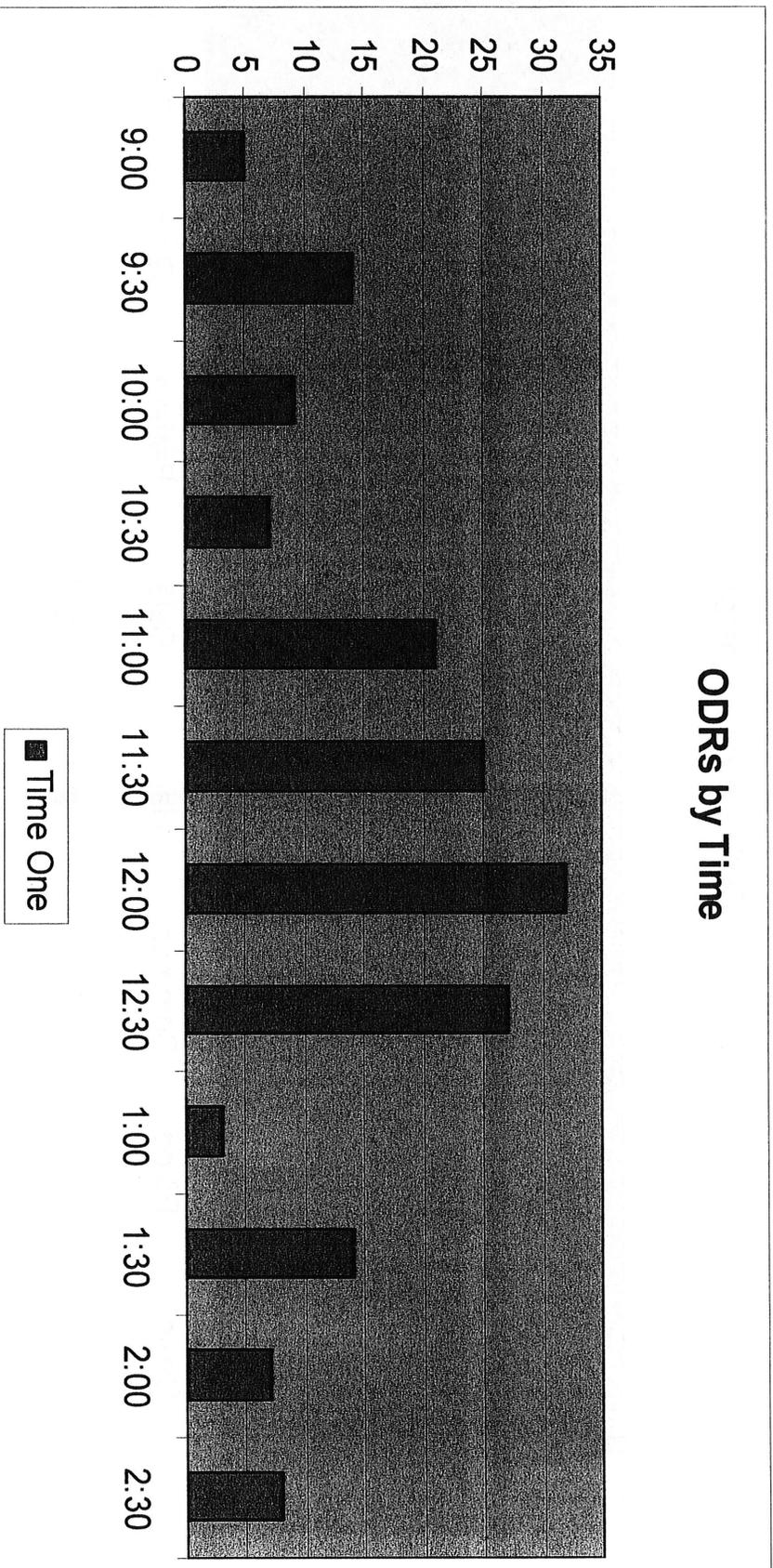
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# ODR's by Time of Day

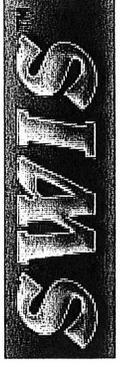
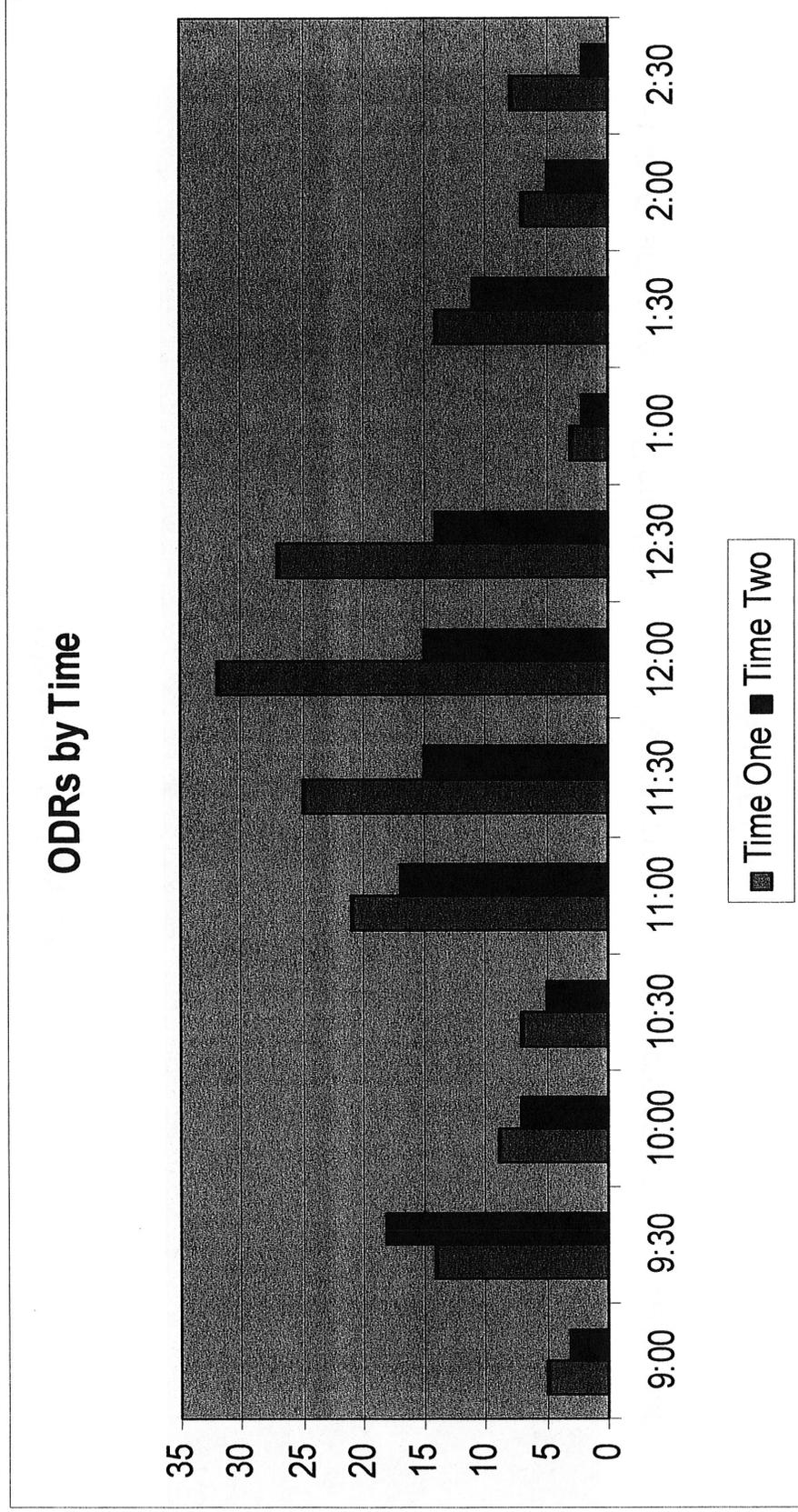
(Pre-intervention data)

ODRs by Time



# ODR's by Time of Day

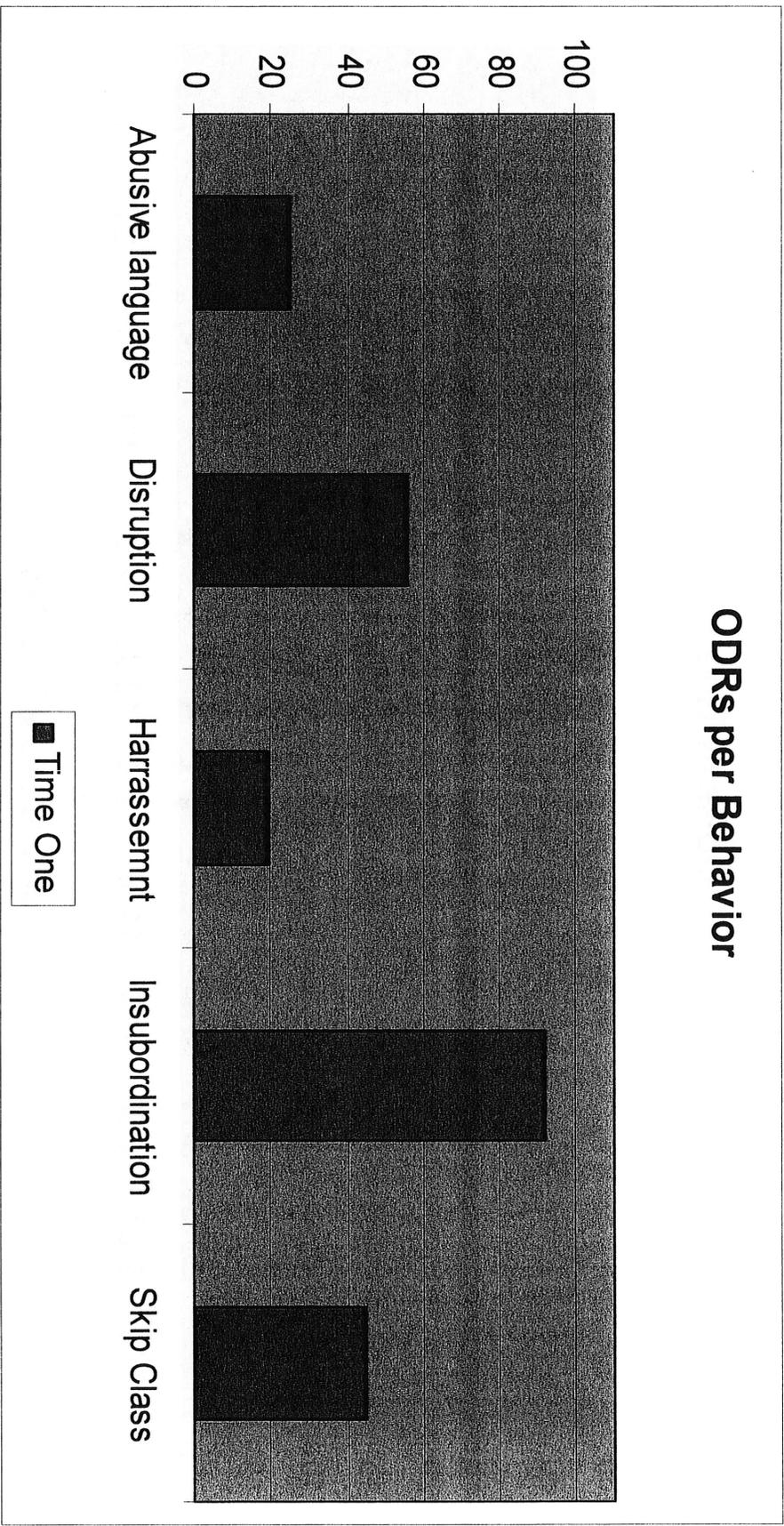
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# ODR's by Behavior

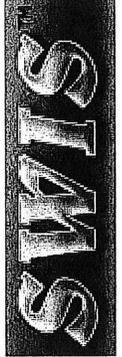
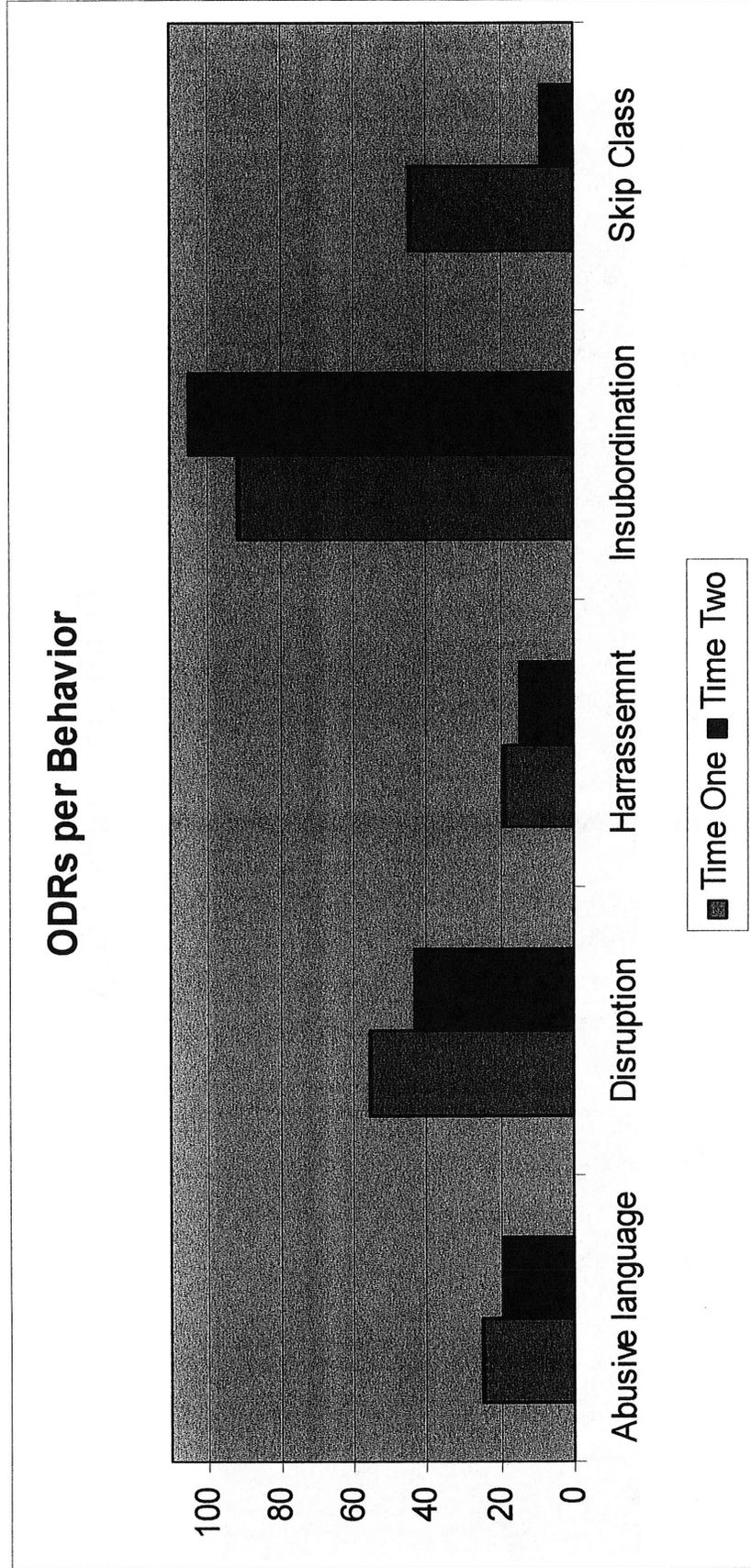
(Pre-intervention data)

ODRs per Behavior



# ODR's by Behavior

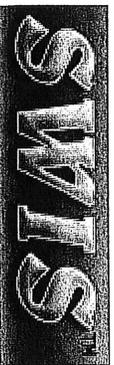
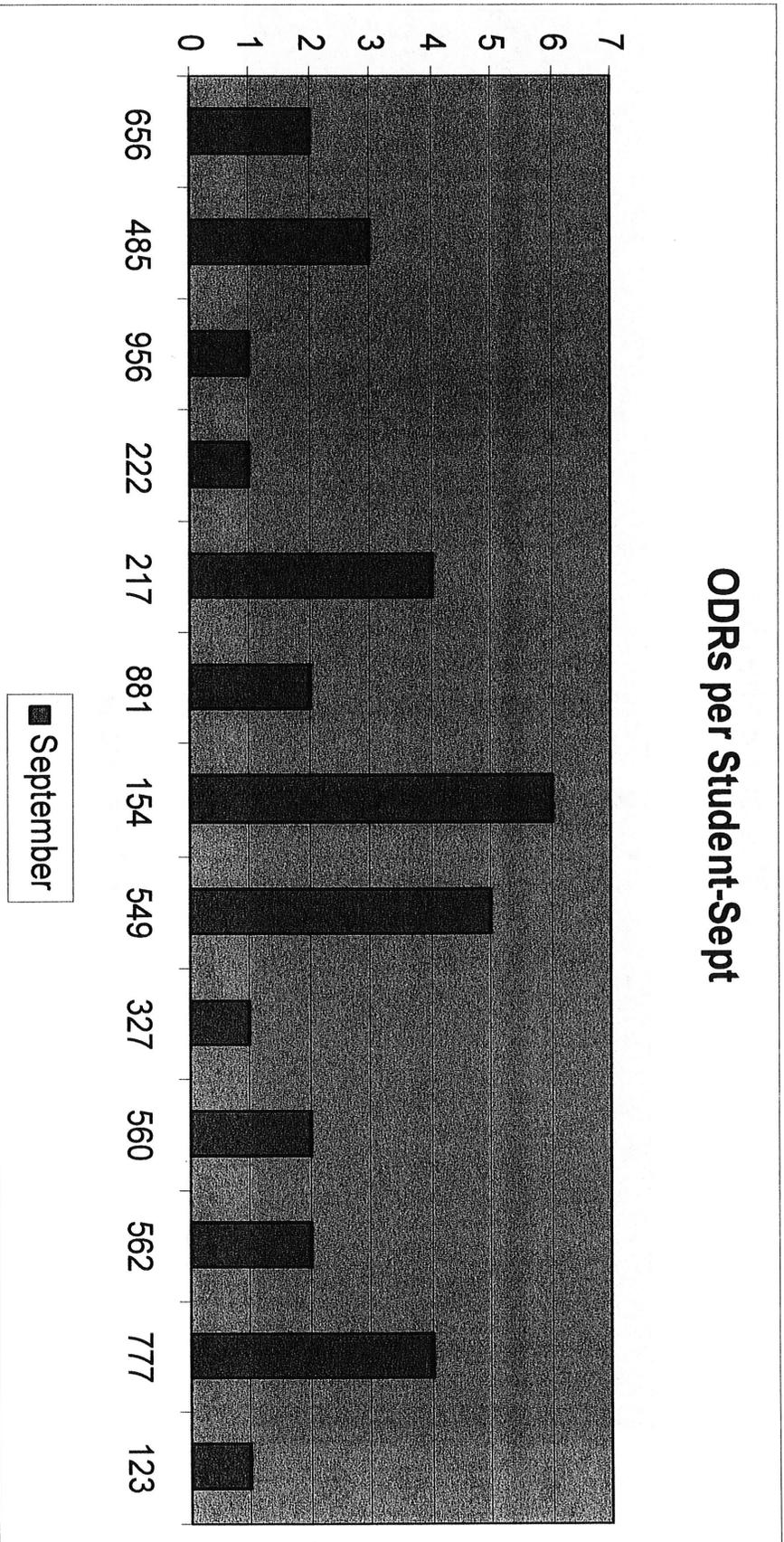
(Post intervention data)



# ODR by Student ID#

(Pre-intervention data)

ODRs per Student-Sept



# ODR's by Student ID#

(Post intervention data)

